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ABSTRACT

This document is an instructional module package prepared in objective form for use by an instructor familiar with personnel management in water and wastewater plant operations. Included are objectives, instructor guides, student handouts, and transparency masters. This module considers long range and short range planning, supervisory responsibilities, employee management and evaluation, employee training and contractor supervision. (Author/BB)

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PERSONNEL

Training Module 4.325.3.77

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September, 1977

SE 024 145

SUMMARY

Module No:	Module Title: Personnel
Approx. Time: 24 hours	Submodule Title: 1. Work Planning 2. Supervisor Responsibility 3. Employee Management & Evaluation 4. Employee Training 5. Contractor Supervision

Objectives:

Upon completion of this module the participant will be able to name and describe the means by which a supervisor gets a job done through others: planning, organizing, staffing, directing and controlling.

Instructional Aids:

Handouts, Transparencies, Film & Hollow Square Experiment

Instructional Approach:

Lecture, Discussion, Small Group Interaction & Film

References:

1. Haimon & Hilgert, Supervision: Concepts and Practices of Management, Southwestern, 1977.
2. Boyd, Management Minded Supervision, McGraw-Hill, 1976.
3. Bittel, What Every Supervisor Should Know, McGraw-Hill, 1974.
4. Newport, The Tools of Managing, Addison-Wesley, 1972.
5. Film-The Time of Your Life - Available from Iowa State Library Association thru your local Public Library-no charge.
6. Lakein, Allen, How To Get Control of Your Time & Your Life.
7. J. William Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Volume II.

Class Assignments:

Worksheets and handouts

Module No:	Module Title: Personnel
	Submodule Title: Work Planning
Approx. Time: 2 hours	Topic: The Planning Process

Objectives:

Upon completion of this module the participant will be able to discuss the planning process and the types of planning a supervisor becomes involved in.

Instructional Aids:

Handouts PH-1 and PH-2

Transparencies PT-1, PT-2, PT-3 and PT-4

Instructional Approach:

Lecture

Discussion

References:

1. Haimon & Hilgert, Supervision: Concepts and Practices of Management, Southwestern, 1977.
2. Boyd, Management Minded Supervision, McGraw-Hill, 1976.
3. Bittel, What Every Supervisor Should Know, McGraw-Hill, 1974
4. Newport, The Tools of Managing, Addison-Wesley, 1972.

Class Assignments:

Module No:	Topic: The Planning Process	
Instructor Notes:		Instructor Outline:
Question: Who has the responsibility for planning? Question: Why should the supervisor plan? Handout PH-1 Transparency PT-1 Handout PH-2 Transparency PT-2 Transparency PT-3 Transparency PT-4		1. Discuss the importance of planning. 2. Discuss the benefits of good planning. 3. Discuss the types of planning a supervisor gets involved in. 4. Discuss the key planning questions a supervisor needs to consider in the planning process.

Module No:	Module Title: Personnel
	Submodule Title: Work Planning
Approx. Time: 1 hour	Topic: Long-Range Planning and Goal Setting

Objectives:

Upon completion of this module the participant will identify the supervisors role in long-range planning and goal setting.

Instructional Aids:

Handout PH-3

Transparency PT-5

Instructional Approach:

Lecture
Discussion
Small group interaction

References:

1. Haimon & Hilgert, Supervision: Concepts and Practices of Management, Southwestern, 1977.
2. Boyd, Management Minded Supervision, McGraw-Hill, 1976.
3. Bittel, What Every Supervisor Should Know, McGraw-Hill, 1974
4. Newport, The Tools of Managing, Addison-Wesley, 1972.

Class Assignments:

Module No:	Topic: Long-Range Planning & Goal Setting	
Instructor Notes:		Instructor Outline:
1. Handout PH-3 - Divide the class into small groups to discuss the role of the supervisor in planning and some of the problems they face. 2. Have a representative from each small group report back to the class. 3. Transparency PT-5 Question: What is the role of the supervisor in long-range planning?		1. The role of the supervisor in planning and the problems the supervisor faces. 2. Discuss the role of the supervisor in planning. 3. Discuss the difference between long-range planning and short-range planning.

Module No:	Module Title: – Personnel
	Submodule Title: Work Planning
Approx. Time: 1 hour	Topic: Short-Range Plans

Objectives:

Upon completion of this module the participant will be able to identify the benefits of good planning for the supervisor.

Instructional Aids:

Handouts PH-4 and PH-5

Transparencies PT-2, PT-6, PT-7 and PT-8

Instructional Approach:

Lecture

Discussion

References:

1. Haimon & Hilgert, Supervision: Concepts and Practices of Management, Southwestern, 1977.
2. Boyd, Management Minded Supervision, McGraw-Hill, 1976.
3. Bittel, What Every Supervisor Should Know, McGraw-Hill, 1974
4. Newport, The Tools of Managing, Addison-Wesley, 1972.

Class Assignments:

Module No:	Topic: Short-Range Plans	
Instructor Notes:		Instructor Outline:
Transparencies PT-6 & PT-7		1. Discuss the length of the planning period. a. 5 year plans b. yearly c. quarterly d. monthly e. weekly f. daily
Transparency PT-8 Handouts PH-4 & PH-5		2. Discuss the relationship of standards and objectives to the planning process.
Transparency PT-2		3. Review and discuss the benefits of good planning.

Module No:	Module Title: Personnel
	Submodule Title: Work Planning
Approx. Time: 3 hours	Topic: Time Management

Objectives:

Upon the completion of this module the participant will be able to implement the principles of time management on his or her job.

Instructional Aids:

Handouts PH-6 - PH-12

Transparency PT-9

Instructional Approach:

Lecture
Film
Discussion

References:

Film - The Time of Your Life - Available from Iowa State Library Association.
Lakein, Allen, How To Get Control of Your Time & Your Life.

Class Assignments:

Work Sheet

Module No:	Topic: Time Management	
Instructor Notes:		Instructor Outline:
1. Handout PH-6		1. Handout and discuss "A Day In The Life of a Supermarket Manager"
2. Handout PH-7		2. Handout and discuss the Time Management Inventory.
3. Handout PH-8		3. Handout and discuss the "Time Wasters, Possible Causes and Solutions."
4. Available through State Library Association and other sources. Handout PH-9		4. Show and discuss the film "The Time of Your Life."
5. Handout PH-10 Transparency PT-9		5. Discuss the importance of setting priorities for good time management.
6. Handout PH-11		6. Handout and complete the Time Analysis Work Sheet.
7. Handout PH-12 (optional)		7. (Optional) Handout and discuss the "Working With Your Secretary" worksheet.

Module No: –	Module Title: Personnel
	Submodule Title: Supervisory Responsibility
Approx. Time: 3 hours	Topic: Delegating

Objectives:

Upon completion of this module the participant will be able to distinguish between the kinds of job functions to assign to those he supervises and those activities he should perform himself and why.

Instructional Aids:

Handouts PH-13 - PH-16

Transparencies PT-10 - PT-20

Instructional Approach:

Lecture
Discussion
Worksheet

References:

1. Haimon & Hilgert, Supervision: Concepts and Practices of Management, Southwestern, 1977.
2. Bittel, What Every Supervisor Should Know, McGraw-Hill, 1974

Class Assignments:

Complete handout PH-2.

Module No:	Topic. Delegating
Instructor Notes:	Instructor Outline:
1. Transparency PT-10	1. Define delegation and discuss the characteristics of delegation.
2. Handout PH-13 - Have participants complete the questionnaire, then discuss. Transparency PT-11	2. Discuss the reasons why a supervisor should delegate.
3. Handout PH-14	3. Measure your ability as a delegator - complete and discuss.
4. Transparency PT-12	4. Discuss the three aspects of delegation.
5. Transparency PT-13	5. Discuss why supervisors don't delegate.
6. Transparency PT-14	6. Discuss basic attitudes the supervisor needs to be able to delegate.
7. Transparency PT-15	7. Discuss when the supervisor should delegate.
8. Transparency PT-16	8. Discuss what to delegate.
9. Transparencies PT-17 & PT-18	9. Discuss what not to delegate and when not to delegate.
10. Transparency PT-19	10. Discuss how to delegate.
11. Transparency PT-20 Handout PH-15 to be completed on the job and returned next week. Handout PH-16	11. Discuss how the supervisor can learn to delegate.

Module No:	Module Title: Personnel
	Submodule Title: Supervisory Responsibility
Approx. Time: 1 hour	Topic: Organizing

Objectives:

Upon completion of this module the participant will be able to identify the organizing duties that he is to perform as a supervisor.

Instructional Aids:

Transparencies PT-21, PT-22 and PT-23

Instructional Approach:

Lecture

Discussion

References:

1. Haimon & Hilgert, Supervision: Concepts and Practices of Management, Southwestern, 1977.
2. Boyd, Management Minded Supervision, McGraw-Hill, 1976.

Class Assignments:

Module No:	Topic: Organizing	
Instructor Notes:		Instructor Outline:
1. Transparency PT-21 2. Transparency PT-22 3. Transparency PT-23		1. Define organizing. 2. Discuss the supervisor's responsibility for organizing. 3. Discuss the purpose of organizing.

Module No:	Module Title: Personnel
	Submodule Title: Employee Management & Evaluation
Approx. Time: 2½ hours	Topic: Hiring & Orienting New Employees

Objectives:

Upon completion of this module the participant will be able to identify the procedures for hiring and orienting a new employee.

Instructional Aids:

Handout PH-17
Transparencies PT-24 - PT-30
Film - Man or Woman for the Job - available through U of I film library, rental fee $5.55 or Face-to-Face Payoff: Dynamics of the Interview-available through Iowa State Library Assoc.

Instructional Approach:

Lecture
Discussion
Film & Discussion

References:

1. Haimon & Hilgert
2. Bittel
3. Film

Class Assignments:

Module No:	Topic: Hiring & Orienting New Employees	
Instructor Notes:		Instructor Outline:
		1. Discuss how the supervisor should prepare for the interview: a. Background information (application blank, tests, etc.) b. Interview plan c. Proper physical setting d. Putting the applicant at ease.
Film		2. Discuss how to conduct a legal interview. Don't discriminate.
Transparency PT-24		3. Discuss the importance of knowing what kind of person you want for the job.
Handout PH-17 Transparencies PT-25 - PT-30		4. Discuss the procedures for orienting the new employee.

Module No:	Module Title: – Personnel
	Submodule Title: Employee Management & Evaluation
Approx. Time: 3 hours	Topic: Giving Directions to Employees

Objectives:

Upon completion of this module the participant will be able to identify the factors which promote or prevent effective communication within a work unit.

Instructional Aids:

Handouts PH-18, PH-19 and PH-20

Transparencies PT-31 - PT-39

Instructional Approach:

Lecture

Discussion

References:

1, 2, and 3

Class Assignments:

Work sheets.

Module No:	Topic: Giving Directions to Employees
Instructor Notes:	Instructor Outline:
1. Transparencies PT-31 & PT-32	1. Define and discuss the directing function.
2. Transparency PT-33	2. Discuss the characteristics of a good direction.
3. Transparency PT-34	3. Discuss the types of directions and where each is appropriate.
4. Transparency PT-35	4. Have the participants divide into groups of three and discuss how they operate as supervisors. (10 minutes)
5. Transparency PT-36	5. Have the groups report on the conclusions they reached.
6. Transparencies PT-37, PT-38 and PT-39	6. Discuss leadership and communication styles.
7. Handouts PH-18, PH-19 & PH-20	7. Complete and discuss the handouts.

Module No:	Module Title: Personnel
	Submodule Title: Employee Management & Evaluation
Approx. Time: 2 hours	Topic: Disciplinary Procedures

Objectives:

Upon completion of this module the participant will be able to describe employee disciplinary procedures.

Instructional Aids:

Handout PH-21

Transparencies PT-40 - PT-45

Instructional Approach:

Lecture

Discussion

References:

1 and 2

Class Assignments:

Worksheet.

Module No:	Topic: Disciplinary Procedures	
Instructor Notes:		Instructor Outline:
1. Handout PH-21: Opinions may vary. 1-T, 2-T, 3-F, 4-F, 5-F, 6-F, 7-T, 8-F and 9-F. 2. Transparency PT-40 3. Transparency PT-41 4. Transparency PT-42 5. Transparency PT-43 6. Transparency PT-44 7. Transparency PT-45		1. Have participants complete the quiz on Maintaining Discipline. Discuss each question. 2. Discuss the major causes of misconduct. 3. Discuss the role of self-discipline. 4. Discuss the guidelines for effective discipline. 5. Discuss the supervisor's guidelines in discipline. 6. Discuss the 5-stage disciplinary procedure. 7. Discuss the guides to building positive discipline.

Module No:	Module Title: Personnel
	Submodule Title: Employee Management & Evaluation
Approx. Time: 2 hours	Topic: Evaluation Procedures

Objectives:

Upon completion of this module the participant will be able to conduct an employee evaluation that is designed to reward, not punish.

Instructional Aids:

Transparencies PT-46 - PT-56

Instructional Approach:

Lecture
Discussion
Film (optional)

References:

1 and 2

Class Assignments:

Module No:	Topic: Evaluation Procedures	
Instructor Notes:		Instructor Outline:
1. Transparencies PT-46 - PT-51		1. Introduce the concept of performance evaluation and appraisal.
2. Transparency PT-52		2. Discuss why many supervisors avoid appraising employee performance.
3. Transparency PT-53		3. Discuss why employee evaluation is important to the supervisor.
4. Transparency PT-54		4. Discuss the key uses of performance appraisal.
5. Transparency PT-55		5. Discuss formal and informal evaluations and the importance of performance standards.
6. Transparency PT-56		6. Discuss the guidelines for conducting an employee evaluation interview.

Module No:	Module Title: Personnel
	Submodule Title: Employee Training
Approx. Time: 1 hour	Topic: Assessing Training Needs

Objectives:

Upon completion of this unit the participant will be able to identify several ways to assess training needs.

Instructional Aids:

Transparencies PT-57 - PT-59

Instructional Approach:

Lecture

Discussion

References:

1 and 2

Class Assignments:

Module No:	Topic: Assessing Training Needs	
Instructor Notes:		Instructor Outline:
1. Transparency PT-57 2. Transparency PT-58 3. Transparency PT-59		1. Discuss the supervisor's role in training of his workers. 2. Discuss who needs training and why employees need training. 3. Discuss how to determine training needs.

Module No:	Module Title: Personnel
	Submodule Title: Employee Training
Approx. Time: 1¼ hour	Topic: Types of Training

Objectives:

Upon completion of this module the participant will be able to identify and describe the types of training methods that can be utilized.

Instructional Aids:

Handouts PH-22, PH-23 and PH-24

Transparencies PT-60 and PT-61

Instructional Approach:

Lecture

Discussion

References:

1 and 2

Class Assignments:

Module No:	Topic: Types of Training	
Instructor Notes:		Instructor Outline:
1. Transparency PT-60		1. Discuss the types of training the supervisor may be able to use with his employees.
2. Transparency PT-61		2. Discuss the characteristics of a good trainer.
3. Handout PH-22		3. Discuss the process the supervisor needs to go through in getting ready to train employees.
4. Handout PH-23		4. Discuss conditions favorable to learning.
5. Handout PH-24		5. Discuss the Four-Step Method of Training.

Module No:	Module Title: Personnel
	Submodule Title: Employee Training
Approx. Time: 1½ hour	Topic: The Hollow Square Experiment

Objectives:

Upon completion of this module the participant will be:

1. More aware of the crucial role of communications when giving or receiving instructions for carrying out a task.
2. More aware of the dynamics involved in planning for the accomplishment of a task which will be carried out by others.

Instructional Aids:

Briefing sheets
Hollow square puzzle pieces
Instructor's directions

Instructional Approach:

Experiential

References:

J. Williams Pfeiffer and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, Volume II.

Class Assignments:

Module No:	Topic: Hollow Square Experiment	
Instructor Notes:		Instructor Outline:
1. The instructor should thoroughly familiarize himself with this exercise. Instruction sheets are provided in the packet.		1. Introduce the Hollow Square Experiment.

Module No:	Module Title: Personnel
	Submodule Title: Contractor Supervision
Approx. Time: 1 hour	Topic: Proper Supervision of Contractors

Objectives:

Upon completion of this module the participant will be able to identify his role and responsibility for the proper supervision of service or work contracts.

Instructional Aids:

Transparencies PT-62, PT-63, PT-64 and PT-65

Instructional Approach:

Lecture

Discussion

References:

Construction Inspection Guide, Volume I, 1976.

Class Assignments:

Module No:	Topic: Proper Supervision of Contractors	
Instructor Notes:		Instructor Outline:
1. Transparency PT-62 2. Transparency PT-63 3. Transparency PT-64 4. Transparency PT-65		1. Discuss the role of the supervisor in contractor supervision. 2. Discuss the responsibility of the uspervisor in contractor supervision. 3. Discuss the authority of the supervisor in contractor supervision. 4. Discuss the questions a supervisor should ask himself in dealing with the contractor.

EXAM QUESTIONS

PERSONNEL

1. Name the five functions by which a supervisor gets a job done through others.
2. List some of the benefits of careful planning by the supervisor.
3. Discuss the difference between long-range and short-range planning and the supervisor's role in each.
4. What is the significance of the Pareto Principle?
5. List three time management problems that you have and briefly describe a possible solution.
6. Why should the supervisor learn to delegate effectively?
7. List three reasons why many supervisors do not delegate effectively.
8. Discuss how the supervisor should prepare to interview a prospective new employee.
9. List three benefits of a good orientation program for new employees.
10. Discuss the characteristics of a good directive.
11. What are the four types of directives?
12. What is the best kind of discipline?
13. Name three ways the supervisor can build positive discipline.
14. Name three key uses of employee performance appraisal.
15. List two reasons why present employees may need training.
16. What are the four steps of the four-step method of training?
17. What is the role of the supervisor in contractor supervision?

THE "HOLLOW SQUARE" EXPERIMENT

GOALS

I. To become aware of the dynamics involved in planning for the accomplishment of a task which will be carried out by others.

II. To become aware of the dynamics involved in carrying out the planned instructions of others in accomplishing a task.

III. To become aware of the crucial role of communications when giving or receiving instructions for carrying out a task.

GROUP SIZE

No more than twenty-three members in a single experimental group. Two or more groups of up to twenty-three members each may be used if a competition situation is desired.

TIME REQUIRED

Approximately on hour.

MATERIALS UTILIZED

I. Planning Team Briefing Sheets for each individual on a planning team.

II. Hollow Square Patterns for each individual on a planning team.

III. Hollow Square Key for each individual on a planning team.

IV. Envelope containing four of sixteen puzzle pieces for each individual on a planning team. Each envelope contains pieces with the same code letter, as designated on the Key (four envelopes).

V. Observation Team Briefing Sheets and Observer Notes for each individual on an observing team.

VI. Operating Team Briefing Sheets for each individual on an operating team.

VII. Pencils for all group members.

VIII. Small table (card table size) for each experimental group.

PHYSICAL SETTING

Room large enough to accommodate the experimental groups comfortably with access to other rooms where the planning and operating teams can be isolated. If two or more experimental groups are competing, choose the size of the room in proportion to the number of participants. Tables should be set up to become the center of activity; individuals should be able to move freely around them.

PROCESS

I. The facilitator selects four people for the planning team and sends them out of the room to be isolated.

II. The facilitator selects four people for the operating team and sends them to another room. This room should be comfortable, since this team will have a waiting period.

III. The facilitator designates those members left (up to fifteen) as the observing team. He gives each individual a copy of the Observing Team Briefing Sheet and allows them time to read it. Each member of the observing team chooses one member of each of the other teams to observe.

IV. The facilitator explains to the observing team that they will gather around the table where the planning and operating teams will be working, and that their job will be to observe, take notes, and be ready to discuss the results of the experiment after the operating team has finished.

V. The facilitator then brings in the planning team, gathers them around the table, and distributes puzzle pieces envelopes, Planning Team Briefing Sheets, Hollow Square Patterns and Keys to each individual on the team.

VI. Following this distribution of materials, the facilitator explains to the planning team that all the necessary instructions are on the Briefing Sheet but that he will be there to answer questions. The facilitator answers all questions, if raised, with the phrase, "All you need to know is on the Briefing Sheet."

VII. The facilitator then cautions the observing team to remain silent and not to offer clues.

VIII. The experiment proceeds of its own accord, including summoning of the operating team without further instructions from the facilitator. If a competition situation has been established, the facilitator has the responsibility of timing the experimental groups from the moment Step Seven has been completed until the experimental groups have completed the assembly of the hollow squares. If an operator team is not finished at the end of 10-12 minutes, you may need to call time in order to have time left to discuss the exercise before the session must close.

IX. Discussion of the Exercise

Call upon the observers for comments, the planners and operators for their reactions, and add your own observations. There are several points which can be drawn out of this exercise which may not be raised by others. Often planners build artificial constraints; that is, they assume there are things they cannot do, which, in fact, are not forbidden. For example, it is permissible for them to draw a detailed design on the Pattern Sheet or draw a template on the table or on another sheet of paper. It is only the Key Sheet which they cannot show the operators. Secondly, planners usually wait until most of the twenty-five minutes is gone before they bring in their operators to instruct them. When planners choose to bring in the operators earlier (or when the operators come in on their own, as they sometimes do) often more effective instruction occurs. Thirdly, very often this exercise demonstrates the differences in effectiveness of various methods of instruction. Some planners will choose to write out detailed instructions, others will use oral instructions, others will visually demonstrate the instructions by positioning the pieces of the puzzle on their work surface in some fashion, and still others will use sketches to reinforce their instructions. Often there is a dramatic difference in the effectiveness of the methods (demonstrated by how the operators perform), and this helps to emphasize the point that it is important to select a method of instruction which is appropriate for the task.

X. Summarize the exercise by tying back into the major points of directing and training which this experience has illustrated.

HOLLOW SQUARE PLANNING TEAM BRIEFING SHEET

Each of you will be given a packet containing four cardboard pieces which, when properly assembled with the other pieces held by members of your team, will make a hollow square design.

YOUR TASK

During a period of twenty-five minutes you are to do the following:

1. Plan how the sixteen pieces distributed among you should be assembled to make the design.

2. Instruct your OPERATING TEAM on how to implement your plan (you may begin instructing your OPERATING TEAM at any time during the planning period--but no later than five minutes before they are to begin the assembling process).

GENERAL RULES

1. You must keep all pieces you have in front of you at all times.

2. You may not touch or trade pieces with other members of your team during the planning or instructing phase.

3. You may not show the KEY at any time.

4. You may not assemble the entire square at any time (this is to be left to your operating team).

5. You are not to mark on any of the pieces.

6. Members of your operating team must also observe the above rules.

7. When time is called for your team to begin assembling the pieces you may give no further instructions, but you are to observe the operation.

HOLLOW SQUARE OBSERVING TEAM BRIEFING SHEET

You will be observing a situation in which a planning team decides how to solve a problem and gives instructions to an operating team for implementation. The problem consists of assembling sixteen pieces of cardboard into the form of a hollow square. The planning team is supplied with the general layout of the pieces. This team is not to assemble the parts itself, but is to instruct the operating team on how te assemble the parts in a minimum amount of time. You will be silent observers throughout the process.

SUGGESTIONS:

1. Each member of the observing team should watch the general pattern of communication but give special attention to one member of the planning team (during the planning phase) and one member of the operating team (during the assembling period).

2. During the planning period watch for the following behaviors:

   a. Is there balanced participation among planning team members?

   b. What kinds of behavior block or facilitate the process?

   c. How does the planning team divide its time between planning and instructing? (How early does it invite the operating team to come in?)

3. During the instructing period watch for the following behaviors:

   a. Which member of the planning team gives the instructions? How was this decided?

   b. What strategy was employed in orienting the operating team to the task?

   c. What assumptions made by the planning team are not communicated to the operating team?

   d. How effective were the instructions?

   e. Did the operating team appear to feel free to ask questions of the planners?

4. During the assembly period, watch for the following behaviors:

   a. What evidence do the operating team members illustrate that instructions were clearly understood or misunderstood?

   b. What non-verbal reactions did planning team members exhibit as they watched their plans being implemented or distorted?

HOLLOW SQUARE OPERATING TEAM BRIEFING SHEET

1. You will have responsibility for carrying out a task for four people according to instructions given by your planning team. Your planning team may call you in for instructions at any time. If they do not summon you, you are to report to them anyway. Your task is scheduled to begin exactly twenty-five minutes from now. After that, no further instructions will be permitted.

2. You are to finish the assigned task as rapidly as possible.

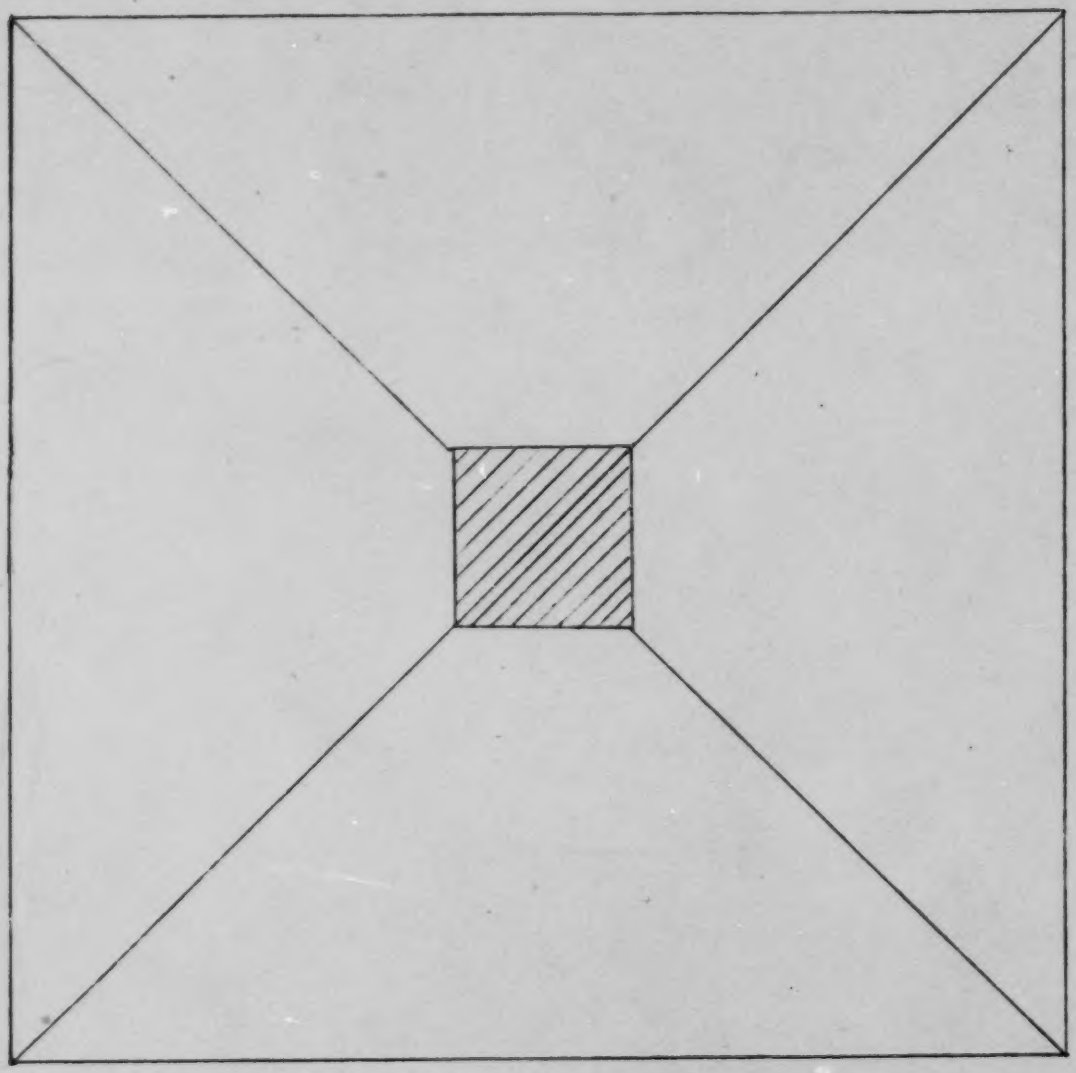
3. During the period when you are waiting for a call from you planning team, it is suggested that you discuss and make notes on the following questions:

   a. What feelings and concerns do you experience while waiting for instructions for the unknown task?

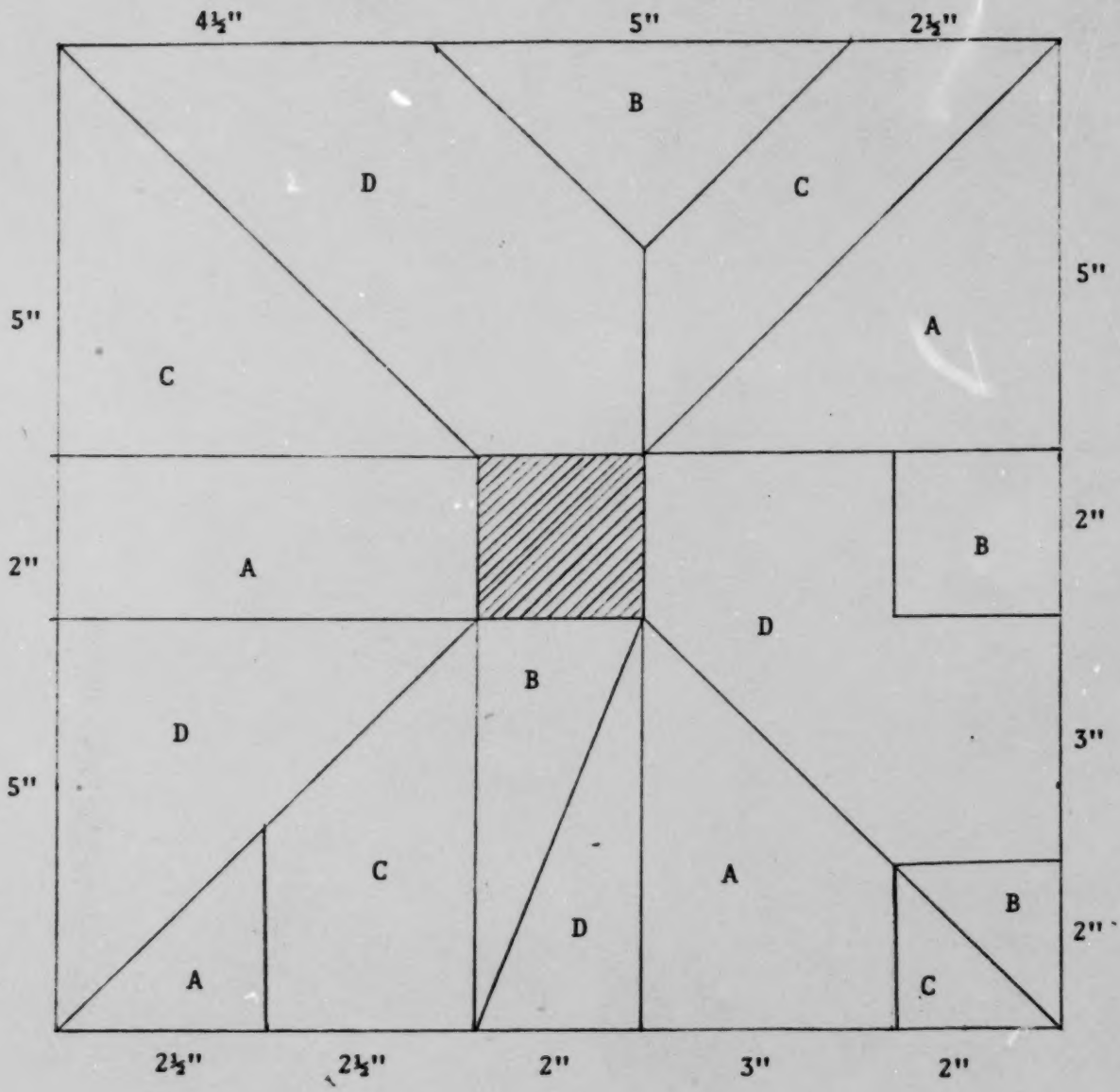
   b. How can the four of you organize as a team?

4. The notes recorded on the above will be helpful during the discussion following the completion of the task.

HOLLOW SQUARE PATTERN



HOLLOW SQUARE KEY



Plan Ahead

An example of that is the farmer who set out to plow his "south forty" one spring morning. That was an essential job. But listen to how he went about doing it.

"He started early to fuel his tractor. Then he found he needed more fuel so he went to the barn to get it."

"On the way he notices the pigs hadn't been fed. This sent him to the corn crib, where he saw some sacks. This reminded him that the potatoes were sprouting. So he started for the potato pit. As he passed the wood pile, he remembered that his wife wanted some wood for the house. While he was picking up some sticks, he spotted a chicken that was ailing. So he dropped the wood and went to the aid of the chicken."

"When noon arrived, the tractor was still in the barn and the 'south forty' was still unplowed."

Poor farmer. He worked hard all morning and yet he didn't accomplish a single thing.

BENEFITS OF GOOD PLANNING

1. Higher production
2. Lower costs
3. Satisfied employees
4. Decreases misunderstandings and confusion
5. Lessens pressure from above
6. High quality work
7. Improves safety - decreases accidents
8. Increases chance for promotion and advancement
9. Better coordination
10. More effective control of operations
11. Easier delegation
12. More economical use of resources
13. Increased personal effectiveness
14. Tendency toward improvement
15. Other

THE ROLE OF THE SUPERVISOR IN PLANNING

What are your major responsibilities as a supervisor for planning?	What are some problems you have in fulfilling these planning responsibilities?

GUIDELINES FOR WRITING PERFORMANCE STANDARDS

1. Base standards upon results which are related to tasks and responsibilities of the position.

2. Base standards upon meaningful and important elements of those tasks and responsibilities.

3. State standards in measurable or observable terms.

4. Be specific about target dates and quantity and quality of performance, as appropriate.

5. Include references to applicable manners or conditions of performance, such as policies, standards, or procedures of the organization.

6. Use a form for expressing measurement which is suitable for the standard: positive, negative or zero expressions.

Sample Standards

1. Prepares for posting by end of workday, with no more than one corrected error per page, all letters received to within one hour of closing, unless given other priorities by supervisor.

2. Completes orientation of new employees according to the city's orientation checklist within one week of employee's beginning date for at least 95% of the new employees.

3. Places orders for all office supplies, using the city's approved procedures, so that there are no instances where the regular supplies are exhausted.

4. Follows all federal and state guidelines for hiring practices so that the city has no more than one complaint per year of discriminating practices from job applicants.

GUIDELINES FOR WRITING OBJECTIVES

1. Be brief and to the point; include only one major item in each objective.
2. Use an action verb to describe the expected result.
3. Specify a time frame or target date for completion.
4. Specify limits in use of resources (money, personnel, equipment, as appropriate).
5. Specify results to be achieved in measurable or observable terms.
6. Choose areas over which you have direct influence or control; don't write objectives that only other units or people can accomplish.
7. Make objectives realistic in terms of previous performance, total responsibilities of the unit, and existing resources.
8. Include enough challenge in an improvement or change objective to make it worth formulating.
9. Select objectives which are supportive and consistant with overall organizational missions and objectives.

Sample Objectives

1. To increase by 15% the average number of chuck holes which the crew fills per hour, measured over a three month period, with no increase in crew size.
2. To decrease by 20% the amount of lost work time due to on-the-job injuries during the next 12 months.
3. To decrease by 12% the total dollar amount of tools which are lost or stolen during the next 12 months.
4. To increase the quality of building cleaning service by scrubbing and waxing each floor surface in the building once every three weeks with no increase in personnel or equipment and no decrease in other services.

"A DAY IN THE LIFE OF A SUPERMARKET MANAGER"

PRESENTING A BUSY DAY -- TYPICAL AND TRUE IN THE LIFE OF ONE TODD ROBERTS.

IT'S A BEAUTIFUL MORNING -- ONE OF THOSE "GREAT-TO-BE-ALIVE" DAYS. TODD IS RARIN' TO GO. HE HAS BIG PLANS. THIS IS THE DAY WHEN HE'S GOING TO CATCH UP ON ALL THAT PAPER WORK. HE'LL DO THAT SPECIAL REPORT FOR SURE TODAY. HIS INTENTIONS ARE THE BEST. BUT WHAT TODD IS OVERLOOKING IS THAT.. FEW DAYS GO AS PLANNED.

DID WE SAY SOMETHING ABOUT "THE BEST LAID PLANS?"

THAT'S BOB, ONE OF HIS ASSOCIATES. HE LOOKS FLUSTERED. SOMEBODY DISCONNECTED THE FROZEN FOOD CASE.

WHAT A START! WELL, TODD'S REAL COOL IN EMERGENCIES. HE'LL HANDLE THIS ONE ALL RIGHT. BUT WAIT THIS IS NOT THE ONLY EVENT INTERRUPTING TODD AT THE MOMENT.

HERE COMES A CUSTOMER ..... AND SHE GETS TOP PRIORITY.

MAY HE HELP HER! YOU SHOULD HEAR THAT WOMAN TALK.

SHE'S TELLING HIM ABOUT LOSING HER BRAND NEW HANDBAG. SHE HAD $48.25 IN IT WHEN SHE CAME INTO THE STORE.

THE TROUBLE ALL STARTED WHEN SHE STEPPED OVER TO GET A JAR OF THAT SPECIAL ON RASPBERRY PRESERVES. WHEN SHE GOT BACK TO THE CART, THE BAG WHICH SHE HAD LEFT IN THE SHOPPING CART WAS GONE.

NOW SHE WANTS TODD TO DO SOMETHING ABOUT IT AND QUICK.

TODD WILL. BUT SITUATIONS LIKE THIS HAVE A WAY OF TAKING TIME.

CUSTOMERS ARE WONDERFUL, BUT SO IS STORE PERSONNEL. AND, ABOUT NOW, ONE OF HIS ASSOCIATES WANTS HELP AND A BIT OF COMFORT. YOU SEE, THERE WAS A CRASH.

SOME KID TAKES A BOX OFF THE BOTTOM OF THE STACK.

SWEEP IT UP . . . OR BUILD IT UP? TODD HAS TO MAKE A DECISION. YOU SEE, TODD'S JUST HAD A PHONE CALL. SOME OF THE VISITING BRASS ARE ON THE WAY OUT TO SEE HIS STORE.

"THANKS FOR SHOWING US AROUND."

TODD IS PROUD OF THE ORGANIZATION. HE SHOWED THEM THE STORE FROM TOP TO BOTTOM -- STEERING THEM AWAY FROM THE SCENE OF THE ACCIDENT, OF COURSE.

AFTER THE GOOD-BYES, TODD HEADS BACK TO HIS OFFICE AND THAT SPECIAL REPORT. REMEMBER? TODD'S BEHIND SCHEDULE NOW. SOON HE'LL BE RUNNING TO CATCH UP.

HE'S HARDLY STARTED WHEN HE HEARS TWO GIRLS ARGUING. WHAT'S IT ALL ABOUT? IT SEEMS THAT PAT IS TRYING TO TELL ANN HOW TO DO HER WORK. AND ANN DOESN'T LIKE IT ONE BIT.

ABOUT THIS POINT, TODD PROBABLY WISHES HE WERE RUNNING, ALL RIGHT . . . ONLY THE OTHER WAY. BUT THAT'S NOT REALLY OUR TODD, BECAUSE HERE HE COMES.

TODD HAS TO BE BOTH JUDGE AND JURY. IT'S NOT GOOD TO HAVE EMPLOYEES QUARRELING. TODD'LL DO HIS BEST TO GET THIS STRAIGHTENED OUT BY SEEING THAT THE TWO GIRLS GO OUT OF HIS OFFICE FRIENDS AGAIN.

THE DAY'S NOT STANDING STILL. LOOK AT THE CLOCK AND THEN AT THE PILE OF WORK THAT TODD STILL SEES ON HIS DESK.

AND JUST WHEN TODD THOUGHT HE HAD A SMOOTH-WORKING TEAM. KNOW OF ANY-ONE WHO'S LOOKING FOR A JOB IN A SUPERMARKET?

THAT'S TODD'S WIFE. SHE'S CALLING TO TELL HIM THAT THE BABY IS MISSING.

WHAT SHOULD SHE DO?

COULD ANYTHING ELSE POSSIBLE HAPPEN? OR IS TODD TEMPTING FATE?

WELL, I CAN SEE SOME OF YOU SAYING TO YOURSELVES: "THAT TODD ROBERTS HAS NOTHING ON ME. YOU SHOULD SEE SOME OF MY DAYS."

Frequently	Sometimes	Seldom	TIME MANAGEMENT INVENTORY
			1 - Scheduling work you like to do ahead of work you need to do.
			2 - Starting a job before thinking it through.
			3 - Doing things that can be delegated to others.
			4 - Doing things that actually aren't part of your job.
			5 - Doing things that can be better handled by modern equipment.
			6 - Reading trade journals, newspapers, etc. during prime business hours.
			7 - Doing marginal things from sheer habit.
			8 - Keeping too many and too complicated overlapping records.
			9 - Pursuing projects you probably can't achieve.
			10 - Paying too much attention to low yield projects.
			11 - Failing to anticipate possible crises.
			12 - Handling too wide a variety of duties.
			13 - Shrinking from unfamiliar duties.
			14 - Failing to build barriers against interruptions.
			15 - Allowing conferences and discussions to wander.
			16 - Allowing conferences and discussions to continue after purpose is fulfilled.

Frequently	Sometimes	Seldom	
–			17 - Conducting unnecessary or marginal value meetings, visits, phone calls.
			18 - Chasing trivial data after the main facts are in.
			19 - Engaging in personal work or conversations before starting business work.
			20 - Socializing at length between tasks.
15 points	10 points	5 points	TOTAL SCORE _____

"Time Wasters, Possible Causes and Solutions"

The following "time wasters" have been found to be the most commonly encountered by management personnel and Extension workers. In addition to these time wasters, possible causes and solutions are listed as ways of correcting the problems. This list is not complete but rather a list of those more frequently encountered.

Time Waster	Possible Causes	Solutions
1. Lack of planning	Failure to see the benefits	Recognize that planning takes time but saves time in the end.
	Action orientation	Emphasize results, not activity.
	Success without it	Recognize that success is often in spite of, not because of, methods.
2. Lack of priorities	Lack of goals and objectives	Write down goals and objectives. Discuss priorities with subordinates.
3. Overcommitment	Broad interests	Say no.
	Confusion in priorities	Put first things first.
	Failure to set priorities	Develop personal philosophy of time. Relate priorities to a schedule of events.
4. Management by crisis	Lack of planning	Apply the same solutions as for lack of planning.
	Unrealistic time estimate	Allow more time. Allow for interruptions.
	Problem orientation	Be opportunity oriented.
	Reluctance of subordinates to break bad news	Encourage fact transmission of information as essential for timely corrective action.
5. Haste	Impatience with detail	Take time to get it right. Save the time of doing it over.
	Responding to the urgent	Distinguish between the important.
	Lack of planning ahead	Take time to plan. It repays itself many times over.

Time Waster	Possible Causes	Solutions
	Attempting too much in too little time	Attempt less. Delegate more.
6. Paperwork and reading	Knowledge explosion	Read selectively. Learn speed reading.
	Computeritis	Manage computer data by exception.
	Failure to screen	Remember the Pareto principle. Delegate reading to subordinates.
7. Routine and trivia	Lack of priorities	Set and concentrate on goals. Delegate nonessentials.
	Over surveillance of subordinates	Delegate; then give subordinates their head. Look to results, not details or methods.
	Refusal to delegate; feeling of greater security dealing with operating detail	Recognize that without delegation it is impossible to get anything done through others.
8. Vistors	Enjoyment of socializing	Do it elsewhere. Meet visitors outside. Suggest lunch if necessary. Hold stand-up conferences.
	Inability to say no	Screen. Say no. Be unavailable. Modify the open-door policy.
9. Telephone	Lack of self discipline	Screen and group calls. Be brief.
	Desire to be informed and involved	Stay uninvolved with all but essentials. Manage by exception.
10. Meetings	Fear of responsibility for decisions	Make decisions without meetings.
	Indecision	Make decisions even when some facts are missing.
	Overcommunication	Discourage unnecessary meetings. Convene only those needed.
	Poor leadership	Use agendas. Stick to the subject. Prepare concise minutes as soon as possible.

Time Waster	Possible Causes	Solutions
11. Indecision	Lack of confidence in the facts	Improve fact-finding and validating procedures.
	Insistence on all the facts-paralysis of analysis	Accepts risks as inevitable. Decide without all facts.
	Fear of the consequences of a mistake	Delegate the right to be wrong. Use mistakes as a learning process.
	Lack of a rational decision-making process	Get facts, set goals, investigate alternatives, and negative consequences make the decision and implement it.
12. Lack of delegation	Fear of subordinates' inadequacy	Train. Allow mistakes. Replace if necessary.
	Fear of subordinates' competance	Delegate fully. Give credit. Insure corporate growth to maintain challenge.
	Work overload on subordinates	Balance the workload. Staff up. Reorder priorities.

Source: Adapted from The Time Trap, McKenzie, 1972

C. W. Lifer - Ohio

The Time Of Your Life - Film

Lakein's suggestions for better using time include:

1. List goals and set priorities.
2. Make a daily "To Do" list.
3. Start with A's, not with C's.
4. Ask Lakein's question, "What is the best use of my time right now?"
5. Handle each piece of paper only once.
6. Do it now!

Additional Notes on the Film . . .

SETTING PRIORITIES

Group A - Must Do's - Those tasks you must do or serious consequences may occur. Some of these can be delegated.

Group B - Should Do's - Those tasks you should do to keep the normal wheels of progress moving. Many of these should be delegated. A Should Do may become a Must Do after a period of time if not completed.

Group C - Nice To Do's - If you rarely did them or never did them, no serious consequences would occur.

PM-11

"TIME ANALYSIS WORK SHEET"

What items am I spending too much time on?	What am I doing that does not need to be done at all?
What items am I spending too little time on?	What am I doing that could be done better (more economically, more effectively) by others?
Items in which I can make my most important savings.	Ways by which I can consolidate my available time.
Other ways in which I can make effective time savings.	Other suggestions.

Working With Your Secretary*

There is nothing that can save time for a department chairman more than a good secretary. Today's effective secretary must be knowledgeable and effective in the management of people as well as of paper and pushbuttons.

How does your secretary rate?

	Yes	No
1. Does your secreatry know the full range of your responsibilities and activities in your organization? Does she understand your personal goals and ambitions and how they fit in with the department's objectives?	___	___
2. Can you leave the office for as much as three or four weeks, confident that you business and personal affairs will be conducted responsibly and expeditiously in your absence?	___	___
3. Does she help you organize your time, coordinate your appointments and schedules, meet your deadlines - all without nagging and pestering you? Is she herself a well-organized person?	___	___
4. Does she initiate, handle and follow through on projects without your having to remind her about them?	___	___
5. Is she courteous, helpful, respectful and solicitous of your business associates, visitors, clients and customers? Do they speak of her favorably?	___	___
6. Is she imaginative? Creative? Does she present original ideas for your consideration? Does she suggest new ways to improve your work? Does she suggest new systems or procedures?	___	___
7. Is she resourceful? Does she show initiative in getting past a problem without running to you with her trouble?	___	___
8. Does she move paper efficiently? Can she tactfully pry loose papers and projects that have remained on your desk too long - and that other executives are waiting for? Does she shake loose data other executives are holding and that you are waiting for?	___	___
9. Are her basic secretarial skills (such as filing, stenography and telephone manner) beyond reproach?	___	___
10. Is she calm in a crisis? Gracious when tension mounts? When the pressure is on and you lose your temper or self-composure, does she shrug it off and continue to function as well as before?	___	___

	Yes	No
11. Do you have her absolute loyalty and confidence? Can you trust her with confidential information, both personal and business?	___	___
12. Does she read widely and knowledgeably, bringing to your attention published items pertinent to your business or personal affairs?	___	___
13. Is she a valuable source of department information, obtaining facts that would be difficult, awkward or impossible for you to obtain on your own?	___	___
14. Does she have a personal self-improvement program? Does she try to learn more about your department, your particular job, your students or your type of work?	___	___
15. Is she articulate? Does she express herself well in summarizing information for you, both verbally and in writing? Does she give instructions clearly and precisely? Does she know how you feel about certain policies or practices, and does she communicate this to others as well as you do?	___	___
16. Does she work every day until her job is done, regardless of the hour or the many interruptions without giving up?	___	___
17. Is she a manager in the sense that she can farm out her work to others when necessary? That is, can she delegate, supervise and take responsibility for work not completed by herself? Can she train or help train other members of your staff?	___	___
18. Can she handle routine matters and projects for you on a day-to-day basis without your intervention?	___	___
19. Does she keep track of vital dates for you, dates needed by your boss, or his office (meeting dates, deadlines, vacations and such).	___	___
20. Can she do basic research for you - gather information for a report, for example, or even write a rough draft?	___	___

*Source Adapted from The Time Trap, McKenzie, 1972

C. W. Lifer - Ohio

DO YOU DELEGATE AS MUCH AS YOU SHOULD?

There's no easy way to determine how much of his work a supervisor should delegate to his subordinates. The amount will vary with the job and the capabilities of subordinates. But you can get a rough idea of whether you are delegating enough -- and properly -- by asking yourself the following questions?

Do you have to take work home almost every night?

Do you often have unfinished work piling up?

Do you have several long-range projects postponed until you "get time?"

Do you feel it's a sign of weakness to need subordinates' assistance to keep up with your work?

Do you believe that to really earn his salary a manager has to be overworked?

Do subordinates often interrupt you for help and advice?

Do most of them feel they should bring problems to you rather than make decisions themselves?

Do you spend part of your working day doing things for others they could do themselves?

Is as much of your time spent on details as on planning and supervising?

Do you reserve those details for yourself that you particularly enjoy, even though someone else could do them?

Do you feel you must keep a close tab on details to have a job done right?

Do you lack confidence in subordinates (I.E., Are you afraid to risk giving them more responsibility?)

Are you a perfectionist about details that do not affect the final outcome of a project?

In delegating a job, do you often withhold full job information?

After delegating a project, do you grow apprehensive and hover over the subordinate who's doing the job?

Are your employees unprepared to take on more responsibilities -- either because of lack of training or self-confidence?

"YES" answers indicate the need for more delegating.

MEASURE YOUR ABILITY AS A DELEGATOR

You can check your skill in delegation simply by studying the operations of your department and then answering the following questions. If you say "NO" to nine of them, you have trained a competitive working team that accepts its responsibilities -- is thriving on them. But if you must honestly answer "YES" to three or more of the following questions, it's time to reappraise your supervisory methods. Better training, better communications, better individual coaching of subordinates may help you solve your delegation problem.

1.	Are unexpected emergencies constantly occuring in the operation you supervise?	Yes	No
2.	Do you find you are so pressed for time to get the daily job done that you have no time to plan?	Yes	No
3.	Is there a great deal of friction or dissatisfaction among the members of your work group?	Yes	No
4.	Are you always bogged down in detail?	Yes	No
5.	Do simple jobs take forever to get done?	Yes	No
6.	Do operations slow down or halt when you are away from the job?	Yes	No
7.	Do you complain or criticize others when the work of your group doesn't go as you had planned?	Yes	No
8.	Do subordinates or employees always wait for you to give the sign before they begin a job?	Yes	No
9.	Have subordinates stopped coming to you to get your reaction to their ideas?	Yes	No
10.	Are your employees poker faced, displaying little or no humor or spontaneity in their work?	Yes	No

DELEGATION

Review your job responsibilities and select those tasks which you can delegate to others. Note how often the task occurs and how long it takes per day/week/or month. Select the person to whom you will delegate the task and record the preparation or training which the person will need. Note what new authority (decision making) the person will have. Estimate when you will be able to delegate the task. Make note of any other person you should consult concerning the proposed delegation.

Task	How Often How Long	To Whom	New Authority Needed and/or Training Needed	When	Consult With

THE INDISPENSABLE MAN

Sometime when you're feeling important,
Sometime when your ego's in bloom,
Sometime when you take it for granted,
You're the best qualified in the room.

Sometime when you feel that your going
Would leave an unfillable hole,
Just follow this simple instruction
And see how it humbles you soul.

Take a bucket and fill it with water,
Put your hand in it, up to your wrist;
Pull it out, and the hole that's remaining,
Is a measure of how you'll be missed.

You may splash all you please when you enter,
You can stir up the water galore;
But stop, and you'll find in a minute,
That it looks just the same as before.

The moral in this quaint example,
Is to do just the best that you can.
Be proud of yourself, but remember,
There is no indispensable man.

Anonymous

SUPERVISOR'S CHECKLIST

FOR INDUCTING THE NEW EMPLOYEE

NAME: DEPT:

TITLE: DATE REPORTING:

PURPOSE: This list provides an outline to follow in welcoming and systematically inducting new employees. The induction period offers a great opportunity to win the employee's loyalty, stimulate his interest, and accelerate his effective productive date.

1. GET READY TO RECEIVE THE NEW EMPLOYEE DATE COMPLETED

( ) Review his work experience, education, and training.
( ) Have an up-to-date job description, or list of duties.
( ) Have ready his work station, equipment, supplies, etc.

2. WELCOME THE NEW EMPLOYEE

( ) Put him at ease.

( ) Indicate relationship to new employee.

( ) Assign workplace, etc.

3. SHOW GENUINE INTEREST IN NEW EMPLOYEE

( ) Discuss background and interests.

( ) Inquire about housing.

( ) Inquire about transportation.

( ) Inquire about any possible financial difficulties due to pay lag, etc.

4. EXPLAIN THE WORK OF THE DEPARTMENT

( ) Describe the function.

( ) Outline the organization.

( ) Explain relation of work to that of other employees.
( ) Explain to whom he reports and who reports to him.

5. SHOW EMPLOYEE THE LAYOUT AND AVAILABLE FACILITIES — DATE COMPLETED

( ) Explain layout. _

( ) Show location of washrooms, lunchroom, etc.

6. INTRODUCE EMPLOYEE TO CO-WORKERS AND MEMBERS OF MANAGEMENT

( ) Indicate to each the new employee's duties.

( ) Explain duties of each person to whom introduced.
( ) Make lunch arrangements for first day.

7. EXPLAIN RULES AND REGULATIONS

( ) Hours of work.

( ) Punctuality and good attendance (call when unable to work).
( ) Lunch periods, rest periods, etc.

( ) Use of telephone, etc.

( ) Other: (smoking, safety, appearance, etc.)

8. COMPANY POLICIES:

( ) Vacation.

( ) Sick leave.

( ) Pay periods.

( ) Insurance.

( ) Pay scale.

( ) Evaluation.

9. GIVE JOB INSTRUCTION OR ASSIGNMENT TO A QUALIFIED INSTRUCTOR

( ) Give step by step instruction.

( ) Explain quality and quantity standards.

( ) Availability for future assistance.

( ) Provide learning aids.

( ) Use and care of equipment and supplies.

( ) Security aspects.

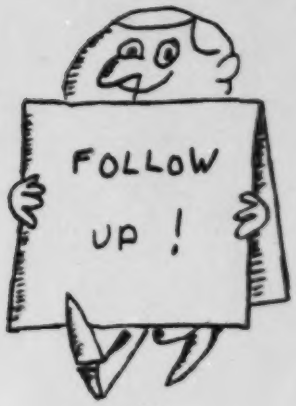
10. FOLLOW UP DATE COMPLETED

( ) Check frequently on progress.

( ) Encourage questions.

( ) Make corrections.

( ) Give encouragement.



PH-18

KNOW YOUR EMPLOYEES

INSTRUCTIONS:
Do you really know your employees? Take few minutes to work with this checklist.

DO YOU KNOW THE FOLLOWING INFORMATION FOR EACH EMPLOYEE?

	YES	NO
1. Full name	_____	_____
2. Nickname	_____	_____
3. Age	_____	_____
4. Marital status	_____	_____
5. Number of children	_____	_____
6. Approximate ages	_____	_____
7. Education and experience	_____	_____
8. Hobbies	_____	_____
9. Special Interests	_____	_____
10. Length of service with the organization	_____	_____

THINK ABOUT YOUR EMPLOYEES' ATTRIBUTES AND THEN WRITE THE NAME OF THE ONE WHO BEST ANSWERS THE QUESTION ASKED

1. Who is your most organized employee?_____
2. Who has the most seniority?_____
3. Who is the best natures?_____
4. Who is the most stable?_____
5. Who is the most defensive?_____
6. Who is the most dependable?_____
7. Who is the best liked by co-workers?_____
8. Who is the most productive?_____
9. Who is the most enthusiastic?_____
10. Who is most likely to succeed?_____

WORKING WITH SUBORDINATES

1. Do you and your subordinates agree on what results are expected of them?
2. Do you and your subordinates agree on measures of performance?
3. Does each of your subordinates feel that he has sufficient authority over his personnel?
4. Does he feel that he has sufficient authority concerning finances, facilities and other resources?
5. Within the past six months what additional authority have you delegated?
6. What more does each of your subordinates think should be delegated to him?
7. Is accountability fixed for each of your delegated responsibilities? Is your follow-up adequate?
8. Are you accessible when your subordinates need to see you?
9. Do your subordinates fail to seek or accept additional responsibility?
10. Do you bypass your subordinates by making decisions which are part of their job?
11. What interferes with the effective use of your management time?
12. Do you do things your subordinates should do? Why?
13. How could you best improve your delegation?
14. If you were incapacitated for six months, who would take your place?
15. Do you ask each of your subordinates individually, "What could I do, refrain from doing, or do differently which would help you do a better job?"

RULES FROM "HOW TO WIN FRIENDS AND INFLUENCE PEOPLE"

FUNDAMENTAL TECHNIQUES IN HANDLING PEOPLE

1. Don't criticize, condemn or complain.
2. Give honest, sincere appreciation.
3. Arouse in the other person an eager want.
4. Become genuinely interested in other people.
5. Smile.
6. Remember that a man's name is to him the sweetest and most important sound in any language.
7. Be a good listener. Encourage others to talk about themselves.
8. Talk in terms of the other men's interests.
9. Make the other person feel important and do it sincerely.
10. The only way to get the best of an argument is to avoid it.
11. Show respect for the other man's opinion. Never tell a man he is wrong.
12. If you are wrong, admit it quickly and emphatically.
13. Begin in a friendly way.
14. Get the other person saying, "yes, yes" immediately.
15. Let the other person do a great deal of the talking.
16. Let the other person feel that the idea is his.
17. Try honestly to see things from the other person's point of view.
18. Be sympathetic with the other person's ideas and desires.
19. Appeal to the nobler motives.
20. Dramatize your ideas.
21. Throw down a challenge.

BRAINTEASER

TRUE...OR FALSE? MAINTAINING DISCIPLINE

1. Discipline starts with the very beginning of a new employee's training.

2. Many disciplinary problems can be prevented if the supervisor explains the rules and regulations carefully.

3. Employees who violate the rules should always be punished.

4. Discipline that controls is the primary preventive discipline available to a supervisor.

5. The chief purpose of a warning is to punish the offender.

6. "Ignorance of the law" is never an excuse when an employee violates a department regulation.

7. An employee's past record should not influence the disciplinary actions of the supervisor.

8. A good supervisor punishes an offender to make an example out of him and to thereby deter others from breaking rules.

9. The supervisor should not be swayed by the man's reasons for breaking a rule.

GETTING READY TO TRAIN

Step I - Use a Training Time Table
1. List jobs to be performed
2. List worker's names
3. Check jobs against names
4. Identify training needs
5. Plan training

Step II - Make a Training Outline
1. List major points
2. List special points

Step III - Prepare to Train
1. Have necessary supplies, equipment and teaching material on hand
2. Review training outline
3. Arrange work place

CONDITIONS FAVORABLE TO LEARNING

1. NEED AND DESIRE ON THE PART OF THE LEARNER
2. A PLEASANT LEARNING SITUATION
3. A GOOD FIRST IMPRESSION
4. INFORMATION THAT CREATES INTEREST
5. INFORMATION RELATED TO WHAT IS ALREADY KNOWN
6. INFORMATION PRESENTED IN SMALL AMOUNTS
7. APPEAL TO MORE THAN ONE OF THE FIVE SENSES
8. REPETITION WITH VARIATION
9. LEARNER'S AWARENESS OF OWN PROGRESS
10. OPPORTUNITY TO PUT LEARNING INTO IMMEDIATE USE

FOUR-STEP METHOD OF TRAINING

Step 1 - Prepare the trainee.

_____put him at his ease; he'll learn faster.
_____find out what he already knows.
_____stimulate his interest in the job.
_____show purpose of job.
_____place in correct position to see.

Step 2 - Present the job.

_____tell, show, illustrate, step by step--no more than he can master.
_____stress key points (see job breakdown).
_____be clear, thorough, patient.

Step 3 - Try out performance.

_____test by having the trainee perform.
_____have the trainee TELL and SHOW you.
_____have trainee explain key points.
_____correct errors; reteach if necessary.
_____continue until YOU know that HE knows.

Step 4 - Follow up and evaluation.

_____check frequently; encourage questions.
_____correct errors; reteach if necessary.
_____put trainee "on his own."
_____designate to whom he goes for help.
_____evaluate whether he is meeting work standards.

PT-1

Plan your work,

work your Plan.

WITH SKILLFUL PLANNING, THE SUPERVISOR WILL CONSERVE:

T I M E - Saving Wasted Minutes, Hours, Days.

M A T E R I A L S - Saving Waste, Spoilage or Unnecessary Inventories.

M A C H I N E S - Because They Will be Operated to Their Best Capacity.

S P A C E - Eliminating Overcrowding and Poor Coordination of Incoming Supplies and Outgoing Production.

M A N P O W E R - Because Employees Will be Fully Occupied.

F A C I L I T I E S - Will be Utilized to Their Best Advantage.

E N E R G Y - Because of Increased Efficiencies Our Natural Resources as Well as the Supervisor's Energy (Stress) Will be Conserved.

TYPES OF PLANNING A SUPERVISOR GETS INVOLVED IN:

1. Participation in Setting Goals.
2. Improvement Programs.
3. Personnel Management in the Department.
4. Production Planning.
5. Organization of Work in the Department.
6. Maintenance.
7. Paper Work & Reports.
8. Changes.
9. Communications.
10. Other.

KEY PLANNING QUESTIONS

1. What is to be Done (Goals, Results, Objectives)?

2. When Will it be Done?

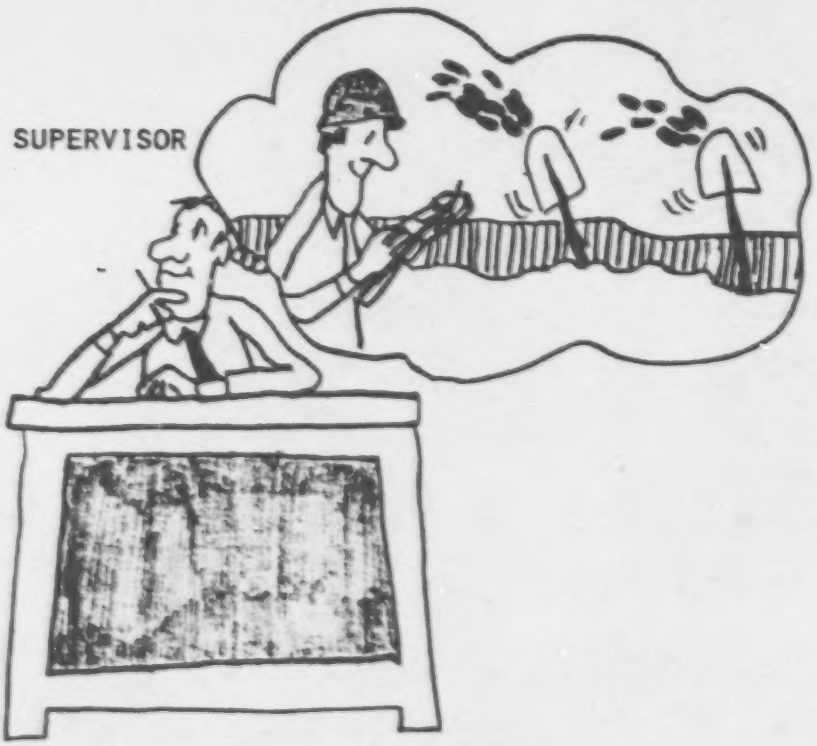
3. Where Will it be Done?

4. Who Will do it?

5. How Will it be Done?

LONG RANGE PLANNING BY THE MANAGER

SHORT RANGE PLANNING BY THE SUPERVISOR



DO YOU PLAN FOR---

5 YEARS

1 YEAR

QUARTERLY

MONTHLY

WEEKLY

DAILY

PT-7

Additional Questions to ask yourself when planning

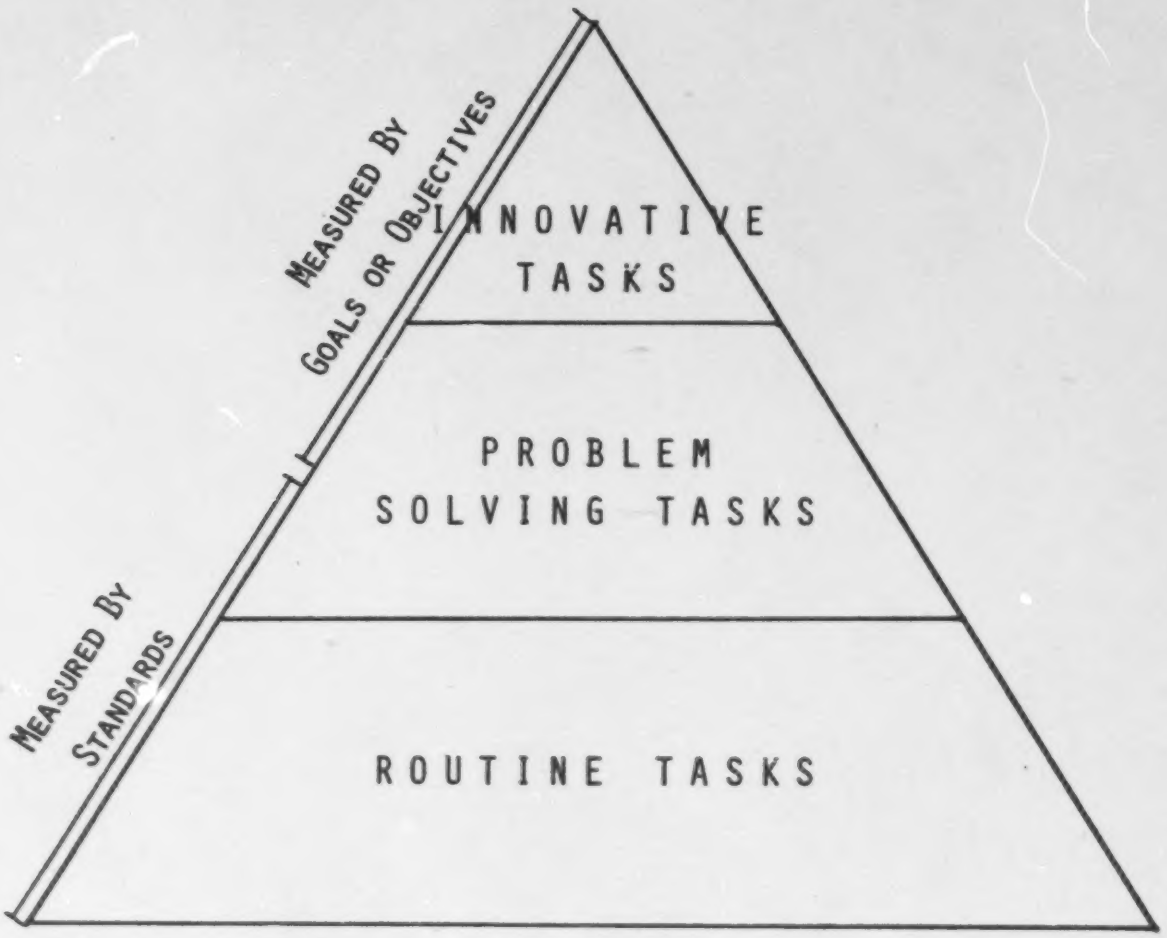
1. WHAT REPORTS OR RECORDS ARE DUE NEXT WEEK?

2. WHAT REGULAR WEEKLY ACTIVITIES DO YOU HAVE TO GET DONE?

3. DO YOU HAVE ANY IMPORTANT ACTIVITIES PLANNED WITH ANY OF YOUR PEOPLE?

4. WHAT OTHER IMPORTANT ACTIVITIES DO YOU KNOW NOW THAT YOU MUST GET DONE IN THE WEEK AHEAD?

MEASUREMENT OF SUPERVISORY TASKS



PARETO PRINCIPLE

IF YOU PUT ON A SHEET OF PAPER ALL OF THE WORK TASKS YOU DO --- 20% OF THOSE TASKS WILL PRODUCE 80% OF YOUR PRODUCTIVITY.

DELEGATION

DEFINITION: Giving an Activity to Another Person to do

CHARACTERISTICS:

Freedom of Action

Shared Decisions

Shared Responsibility

Granting of Authority

WHY DELEGATE

A. Provides Time for Thinking and Planning.

B. Eases Job Pressure.

C. Permits Decentralization of Administration.

D. Develops Assistants.

E. Makes Routine Jobs more Satisfying to Employees.

F. Provides Group Goals and Facilitates Greater Teamwork.

G. Improves the Quality of Performance.

H. Because a Supervisor's Responsibility is often Greater than His Personal Capacity to Carry it out, He must Delegate to be Successful.

THREE ASPECTS OF DELEGATION

1. Assignment of Duties.

2. Granting of Authority to make Commitments, use Resources or take Action.

3. Responsibility - Creation of an Obligation on the Part of a Subordinate for the Satisfactory Performance of the Assignment.

WHY WE DON'T DELEGATE

REASONS GIVEN BY MANAGERS AND SUPERVISORS FOR NOT DELEGATING:

1. SUBORDINATES LACK EXPERIENCE.
2. IT TAKES MORE TIME TO EXPLAIN THAN TO DO THE JOB MYSELF.
3. EXPERIMENTATION AND MISTAKES CAN BE TOO COSTLY.
4. MY POSITION ENABLES ME TO GET QUICKER ACTION.
5. THERE ARE SOME ACTIONS FOR WHICH I'M RESPONSIBLE THAT I CAN'T DELEGATE TO ANYONE.
6. MOST OF MY SUBORDINATES ARE SPECIALISTS WITHOUT THE OVERALL KNOWLEDGE MANY DECISIONS REQUIRE.
7. MY PEOPLE ARE ALREADY TOO BUSY.
8. MANY OF MY PEOPLE JUST AREN'T WILLING TO ACCEPT RESPONSIBILITY.
9. WE LACK ADEQUATE CONTROLS AND PERFORMANCE MEASUREMENTS.
10. I LIKE KEEPING AND MAKING MY OWN DECISIONS. FEAR OF LOSS OF PRESTIGE.
11. FEAR OF LOSING CONTROL OF AN ACTIVITY.
12. RELUCTANCE TO GIVE UP ACTIVITIES THAT A SUPERVISOR PERFORMS WELL.

BASIC ATTITUDES YOU NEED TO DELEGATE

A. Be Receptive to the Ideas of Others.

B. Be Willing to Entrust Duties and Authority.

C. Be Willing to Give Freedom of Action.

D. Be Willing to Delegate to Strengthen the Organization.

E. Be Willing to Start by Easy Stages.

F. Be Willing to Forego the Luxury of Blowing Your Top.

WHEN TO DELEGATE

A. When You and Your Subordinates are Mentally Ready.

B. When a New Employee is Added.

C. When a Subordinate Leaves.

D. When a New Activity is Added.

E. When You are Given New Duties.

F. When You must be Absent or on Vacation.

G. When You are Promoted.

H. When Retirement Approaches.

I. When You Want to Develop an Employee.

J. In Emergency Situations.

K. When Overburdened.

WHAT TO DELEGATE

A. DELEGATE THAT WHICH CAN BE ROUTINIZED.

B. DELEGATE THAT WHICH WILL INCREASE JOB SATISFACTION.

C. DELEGATE THAT WHICH WILL DEVELOP SUBORDINATES.

D. DELEGATE THAT WHICH WILL CHALLENGE.

E. DELEGATE A SUCCESS SEQUENCE.

F. DELEGATE THOSE MATTERS OF LEAST IMPORTANCE WHICH WILL LIGHTEN YOUR LOAD.

1. FILLING OUT ROUTINE REPORTS.
2. CHECKING MATERIALS, SUPPLIES, ETC.
3. RUNNING ERRANDS.
4. MAKING CALCULATIONS AND ENTRIES.
5. ETC.

WHAT NOT TO DELEGATE

A. Executive Authority

1. Policy Making.
2. Organizing Work Group.
3. Communicating with Subordinates.
4. Evaluation of Results.

B. A Duplicate of Your Job.

C. Final Disciplinary Authority.

D. Responsibility can be Shared, but it cannot be Delegated.

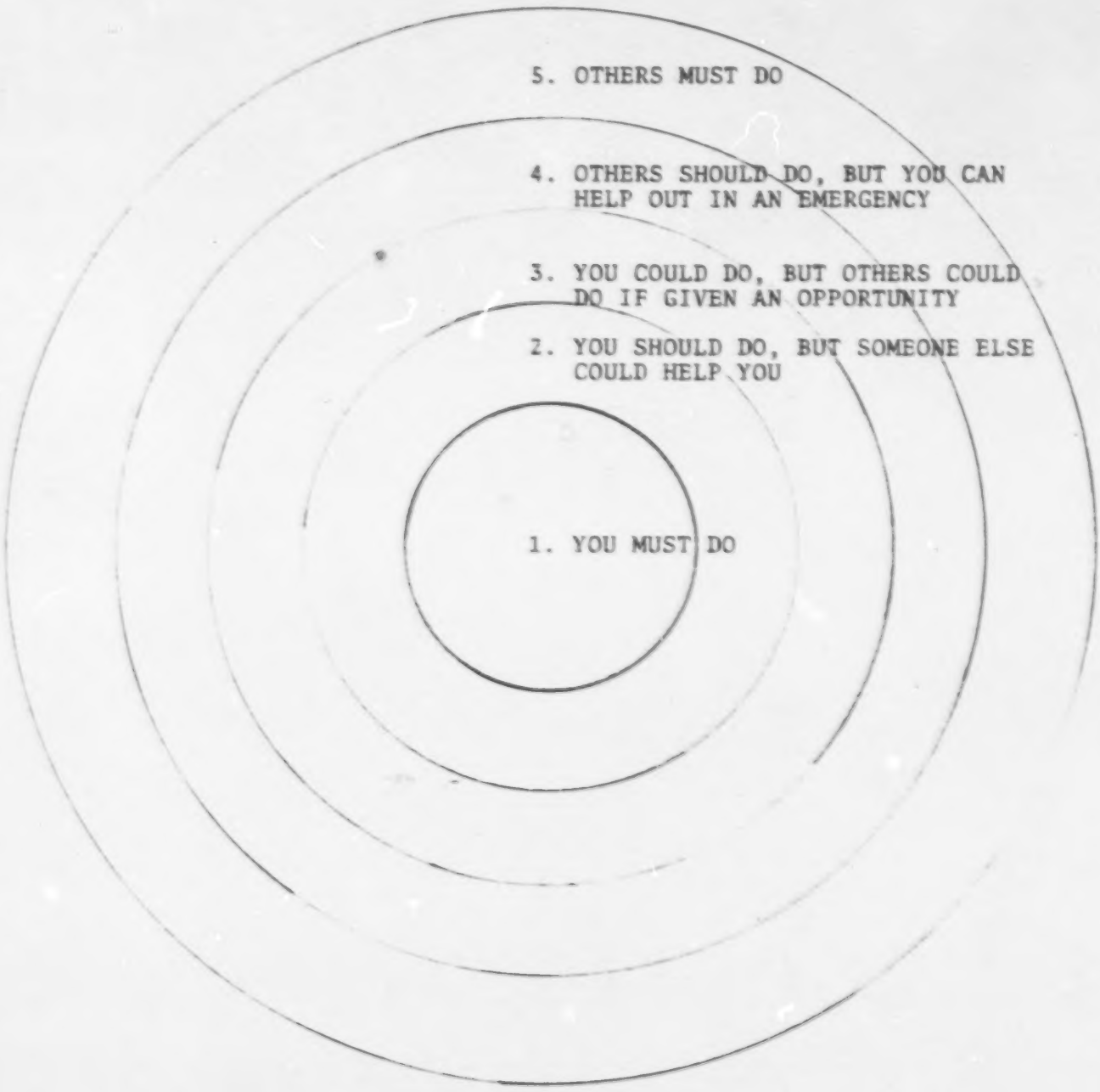
WHEN NOT TO DELEGATE

A. When Work-Group is Inexperienced.

B. When it would Divert Employee from His Main Job.

C. When it Might Cause Friction in Work-Group.

SUPERVISOR'S TASK & DELEGATION CHART


5. OTHERS MUST DO
4. OTHERS SHOULD DO, BUT YOU CAN HELP OUT IN AN EMERGENCY
3. YOU COULD DO, BUT OTHERS COULD DO IF GIVEN AN OPPORTUNITY
2. YOU SHOULD DO, BUT SOMEONE ELSE COULD HELP YOU
1. YOU MUST DO

HOW TO DELEGATE

1. Assign as many Tasks as You Safely can.

2. Expect and Accept some Mistakes.

3. Give Enough Authority to Complete the Task. "Back Up" the Employee to Whom You've Delegated a Task.

4. Delegate Results and not Method. Define Work and Objective.

5. Let Others Know to Whom the Task has been Delegated.

6. Communicate Your Confidence in His Ability to Succeed.

7. Call for Progress Reports and Schedule Reviews.

HOW CAN YOU LEARN TO DELEGATE?

1. Analyze Your Present Work Habits.

2. Gradually Work to Change Your Habitual Responses.

3. Train Others to do New Jobs, Even Your Own.

ORGANIZING MEANS DESIGNING THE DEPARTMENTS STRUCTURAL FRAMEWORK WITHIN WHICH THE VARIOUS DUTIES ARE PERFORMED AND DECIDING HOW THE DUTIES SHOULD BE PERFORMED.

ORGANIZING ANSWERS THE QUESTION - HOW WILL THE WORK BE DIVIDED AND ACCOMPLISHED?

SUPERVISOR'S RESPONSIBILITY TO:

1. DETERMINE AND ENUMERATE THE VARIOUS ACTIVITIES WHICH ARE REQUIRED.

2. ASSIGN THESE ACTIVITIES.

3. GIVES SUBORDINATES THE AUTHORITY NEEDED TO CARRY OUT THE ACTIVITIES ASSIGNED.

THE BASIC PURPOSE OF ORGANIZING IS TO GROUP THE WORK TO BE PERFORMED TO UTILIZE PERSONNEL MOST EFFICIENTLY. THIS IS DONE AT THE SAME TIME AS THE PLANNING FUNCTION.

THE SUPERVISOR IS IN THE BEST POSITION TO KNOW WHEN A SHIFT IN JOB ASSIGNMENTS WILL ACCOMPLISH THE WORK OF THE DEPARTMENT MOST EFFICIENTLY.

KNOW WHAT KIND OF PERSON YOU WANT

DON'T -- Describe Him/Her as "a Good Worker Who will Stick on the Job."

DO -- Make a Checklist of Necessary or Desirable Qualities

EXAMPLE

EXPERIENCE -- This Person Ought to have Worked a Couple of Years on Multiple - Spindle Drill Presses.

BLUEPRINT READING -- This Person will have to be able to Work Directly from Prints.

SPEED -- This Job doesn't Require a Fast Person so much as it Requires a Steady, Consistent Worker.

INITIATIVE -- Can this Person Work Alone on His/Her Own Without Close Supervision?

SUPERVISOR'S CHECKLIST

FOR INDUCTING THE NEW EMPLOYEE

GET READY TO RECEIVE THE NEW EMPLOYEE

WELCOME THE NEW EMPLOYEE

SHOW GENUINE INTEREST IN NEW EMPLOYEE

EXPLAIN THE WORK OF THE DEPARTMENT

SHOW EMPLOYEE THE LAYOUT
AND AVAILABLE FACILITIES

INTRODUCE EMPLOYEE TO CO-WORKERS

EXPLAIN RULES AND REGULATIONS

COMPANY POLICIES

GIVE

JOB INSTRUCTION OR ASSIGNMENT
TO A QUALIFIED INSTRUCTOR

FOLLOW-UP ON PROGRESS

DIRECTING IS THE MANAGERIAL FUNCTION WHICH INITIATES ACTION. DIRECTING BASICALLY MEANS ISSUING INSTRUCTIONS; ASSIGNMENTS, AND ORDERS AND GUIDING AND OVERSEEING EMPLOYEES. DIRECTING MEANS BUILDING AN EFFECTIVE WORK FORCE AND MOTIVATING EACH WORKER. IT MEANS GETTING EMPLOYEES TO WORK WILLINGLY AND ENTHUSIASTICALLY TOWARD THE ACCOMPLISHMENT OF THE COMPANY'S OBJECTIVES.

It is the responsibility of all executives and supervisors to see that the work in their assigned areas of responsibility is done as efficiently as possible.

A GOOD DIRECTIVE IS:

1. REASONABLE

2. UNDERSTANDABLE-CLEAR & CONCISE

3. STATED IN A POLITE CONSIDERATE TONE OF VOICE

4. COMPATIBLE WITH THE OBJECTIVES OF THE ORGANIZATION

5. SPECIFIES THE TIME ELEMENT IN WHICH THE EMPLOYEE IS EXPECTED TO COMPLETE THE TASK

TYPES OF DIRECTIVES

Requests

Suggestions

Ask for Volunteers

Commands

HOW DO YOU OPERATE

AS A SUPERVISOR?

APPROACHES TO SUPERVISORY DIRECTING

AUTOCRATIC
CLOSE SUPERVISION

CONSULTATIVE
GENERAL SUPERVISION

1. WHEN AND WHERE MIGHT EACH STYLE BE APPROPRIATE?

2. WHERE DO YOU FIT?

BOSS OR LEADER?

A BOSS COMMUNICATES	A LEADER COMMUNICATES
FEAR	ENTHUSIASM
PESSIMISM	OPTIMISM
WORK AS A DRUDGERY	WORK AS EXCITING
"MAYBE"	"POSITIVELY"
LACK OF FAITH	CONFIDENCE
DOUBT	EXPECTATIONS
TASKS	GOALS
PROBLEMS	SOLUTIONS
"I DON'T HAVE TIME"	"I WILL MAKE THE TIME"
"I"	"WE"

"LEADERSHIP IS THE ART
OF GETTING SOMEONE ELSE
TO DO SOMETHING YOU WANT DONE
BECAUSE HE WANTS TO DO IT."

Do we let each employee know

Where the work comes from,

Why it should be done,

Where it goes, and

What becomes of it?

MAJOR CAUSES OF MISCONDUCT

1. Boredom
2. Discontent
3. Idleness
4. Lack of Interest in the Job
5. Lack of Work and Assignments Resulting From Inadequate Supervision
6. Misunderstanding of Policies and Their Need and Purpose
7. Lack of Uniform Enforcement and Regulations
8. Resentment
9. Poor Communications
10. Emotional Strain

THE BEST DISCIPLINE

IS SELF-DISCIPLINE

GUIDELINES FOR CONSTRUCTIVE DISCIPLINE

1. MAKE SURE THE EMPLOYEE UNDERSTANDS THE RULES

2. ENFORCE RULES CONSISTENTLY

3. DISCIPLINARY ACTION SHOULD FIT THE OFFENSE

4. DISCIPLINARY ACTION SHOULD CORRECT, NOT PUNISH

5. GIVE CREDIT, WHEN CREDIT IS DUE

WHEN DISCIPLINING AN EMPLOYEE, THE SUPERVISOR SHOULD:

1. CONTROL HIS OR HER TEMPER

2. BE SURE OF THE FACTS

3. TALK TO THE EMPLOYEE IN PRIVATE

4. GET THE OFFENDER'S SIDE OF THE PROBLEM

5. BE FIRM BUT FAIR

6. EXPRESS CONFIDENCE IN THE EMPLOYEE'S ABILITY TO IMPROVE

5-STAGE DISCIPLINARY PROCEDURE

PRIVATE TALK

↓

ORAL WARNING

↓

WRITTEN WARNING

↓

DISCIPLINARY LAYOFF

↓

DISCHARGE

GUIDES TO BUILDING POSITIVE DISCIPLINE

1. The Supervisor Should Set a Good Example.

2. Let the Employee Know the Expected Standards of Conduct and Performance and Why They are Required.

3. Create a Good Work Atmosphere That is Friendly and Open to Suggestions.

4. Recognize Employee Initiative and Give Credit for it.

5. Offer Counseling -- Try to Promote Understanding and Confidence. Listen to the Employee's Side of the Story.

6. Handle Problems in a Firm, Uniform and Impartial Manner.

7. Take Action When You Have to.

EVALUATING EMPLOYEES

FOR

MANAGEMENT PERSONNEL

WHAT IS

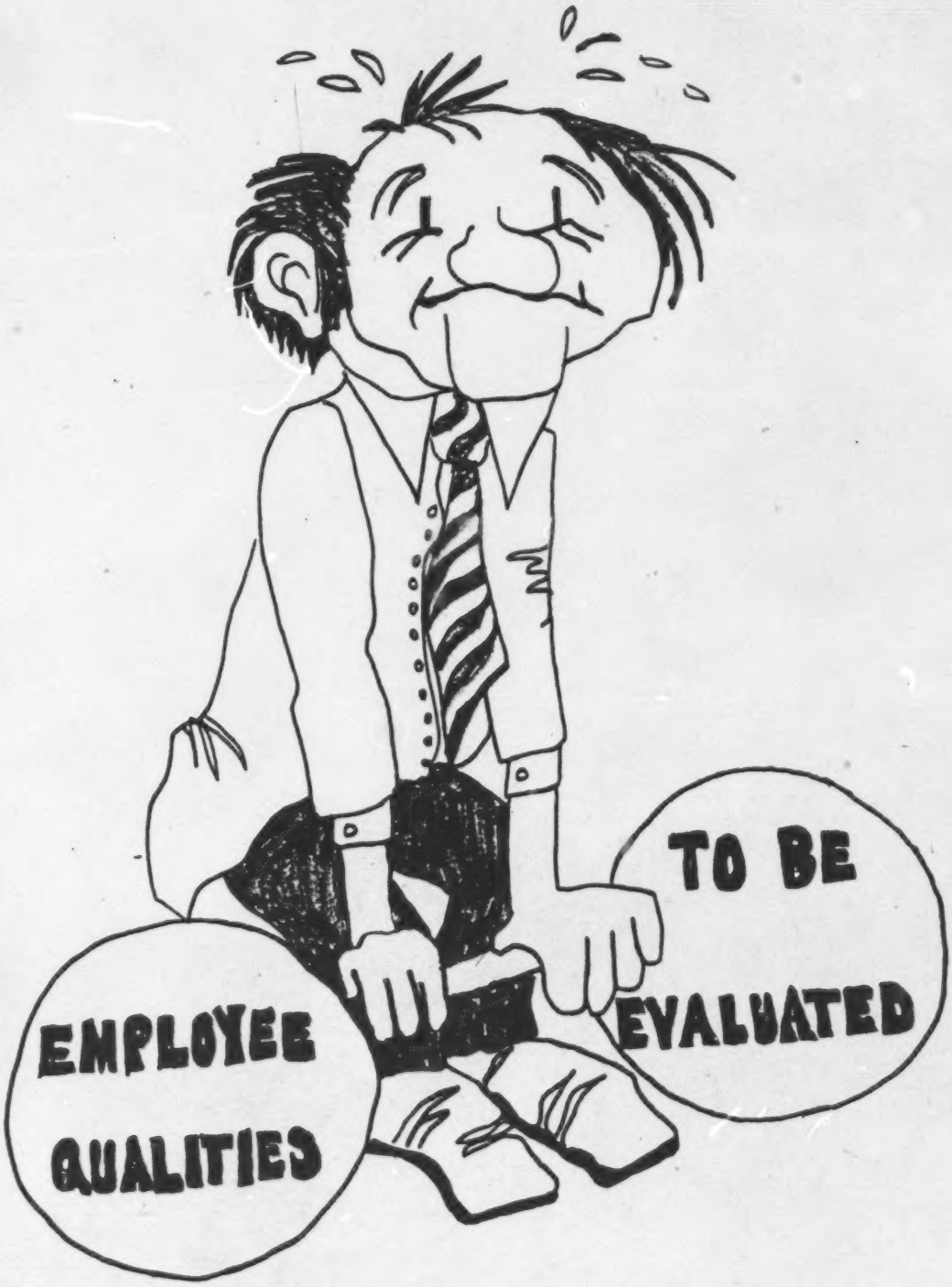
PERFORMANCE EVALUATION?

DO WE PRAISE EACH EMPLOYEE FOR THE THINGS HE DOES WELL?

Do you ever talk to your employees to cover the things they do well,

the things on which they need to improve,

and the things that interest them?


TO BE
EVALUATED
EMPLOYEE
QUALITIES

EMPLOYEE PERFORMANCE APPRAISAL

PERFORMANCE FACTORS	FAR EXCEEDS JOB REQUIREMENTS	EXCEEDS JOB REQUIREMENTS	MEETS JOB REQUIREMENTS	NEEDS SOME IMPROVEMENT	DOES NOT MEET MINIMUM REQUIREMENTS
QUALITY	LEAPS TALL BUILDINGS WITH A SINGLE BOUND	MUST TAKE RUNNING START TO LEAP OVER TALL BUILDINGS	CAN ONLY LEAP OVER SHORT BUILDING WITH NO SPIRES	CRASHES INTO BUILDING WHEN ATTEMPTING TO JUMP OVER THEM	CANNOT RECOGNIZE BUILDING AT ALL MUCH LESS JUMP
TIMELINESS	IS FASTER THAN A SPEEDING BULLET	IS AS FAST AS A SPEEDING BULLET	NOT QUITE AS FAST AS A SPEEDING BULLET	WOULD YOU BELIEVE A SLOW BULLET	WOUNDS SELF WITH BULLETS WHEN ATTEMPTS TO SHOOT GUN
INITIATIVE	IS STRONGER THAN A LOCOMOTIVE	IS STRONGER THAN A BULL ELLEPHANT	IS STRONGER THEN A BULL	SHOOTS THE BULL	SMELLS LIKE A BULL
ADAPTABILITY	WALKS ON WATER CONSISTENTLY	WALKS ON WATER IN EMERGENCIES	WASHES WITH WATER	DRINKS WATER	PASSES WATER IN EMERGENCIES
COMMUNICATION	TALKS WITH GOD	TALKS WITH THE ANGELS	TALKS TO HIMSELF	ARGUES WITH HIMSELF	LOSES THE ARGUMENT

WHY SUPERVISORS AVOID APPRAISING EMPLOYEE PERFORMANCE

1. Difficulty in setting standards

2. Inconsistency of rating by different supervisors

3. Appraisal forms that don't cover the job

4. Dislike for the formality involved.

WHY EMPLOYEE EVALUATION IS IMPORTANT TO THE SUPERVISOR

A supervisor's most productive talent is leadership

Leadership means employee development

Employee development means training based on facts

Facts are the basis for employee evaluation

Employee evaluation measures the leader's success

Hence, employee evaluation is vital to the supervisor's success

KEY USES OF PERFORMANCE APPRAISAL

1. To improve performance
2. To provide a basis for personnel actions
3. To determine training needs
4. To improve supervisor-employee communication
5. To gain feedback on performance standards and supervision

INFORMAL EVALUATION - OCCURS DAILY ON THE JOB AND INVOLVES JOB PERFORMANCE, WORK STANDARDS AND PLANS FOR THE FUTURE.

FORMAL EVALUATION - OCCURS PERIODICALLY AND INVOLVES AN EVALUATION INTERVIEW WITH THE EMPLOYEE.

PERFORMANCE STANDARDS

PERFORMANCE STANDARDS - OR WORK STANDARDS ARE WHAT THE EMPLOYER AND, THE SUPERVISOR, EXPECT OF THE EMPLOYEE IN TERMS OF WHAT IS TO BE DONE, HOW MUCH IS TO BE DONE, AND HOW WELL IT IS DONE. PERFORMANCE STANDARDS SHOULD BE MADE CLEAR TO THE EMPLOYEE WHEN HE/SHE IS FIRST SELECTED, ORIENTED, AND TRAINED. BOTH YOU AND THE EMPLOYEE SHOULD REVIEW THESE STANDARDS OCCASIONALLY, ESPECIALLY IF THE JOB CHANGES. IT IS IMPORTANT THAT YOU AND THE EMPLOYEE HAVE THE SAME UNDERSTANDING OF WHAT IS EXPECTED.

GUIDELINES FOR CONDUCTING THE EVALUATION INTERVIEW

1. Prepare for the Interview. Review the Employee's Strengths and Weaknesses.

2. Encourage Preparation by Employees.

3. Arrange for Uninterrupted Privacy.

4. Develop a Friendly and Informal Atmosphere.

5. Ask the Employee how He/She is Doing.

6. Begin with a Review of Strong Points.

7. Shift to the Weak Points.

8. Close the Interview After Both of You have Agreed on a Plan for Self-Improvement.

9. Write Down Important Information for Future Use.

10. Follow-Up -- Live up to Your Promises and see if the Employee is Improving His Work.

It is the supervisor's duty to train his subordinates. If he is to do this well, he must learn how to train and he must have a training plan. The employee evaluation interview is an ideal method of identifying employee training needs.

WHO NEEDS TRAINING?

--- NEWLY HIRED EMPLOYEES OR TRANSFERRED EMPLOYEES NEED TO RECEIVE BASIC SKILL TRAINING TO BE ABLE TO SATISFACTORILY PERFORM THEIR JOB.

--- PRESENT EMPLOYEES NEED UPGRADING TRAINING TO KEEP CURRENT WITH CHANGING TECHNOLOGY.

--- NEWLY PROMOTED EMPLOYEES NEED TRAINING TO BE ABLE TO SATISFACTORILY PERFORM THEIR NEW JOB ASSIGNMENT.

--- PRESENT EMPLOYEES WHO ARE NOT PERFORMING AT A SATISFACTORY LEVEL NEED TRAINING TO CORRECT AND IMPROVE THEIR WORK PERFORMANCE.

HOW TO DETERMINE TRAINING NEEDS

1. Analyze the Job to Determine What the Employee Needs to Know to Satisfactorily Perform the Job. Be Sure to Make a Distinction Between the Skills an Employee Needs to Know to be able to Perform the Job and the Skills Which are Nice to Know.

2. Observe the Employee to Determine Their Present Level of Performance and What the Employee Needs to Know to be able to Perform at a Satisfactory Level.

3. Discuss Those Areas in Which the Employee is Deficent with Him/Her and Arrive at a Training Plan for the Employee.

TYPES OF TRAINING

Individual instruction (on-the-job)

Demonstration

Written instruction

Oral directions

Adult or extension courses

Conferences and seminars

Programmed instruction

THE TRAINER

THE TRAINER IS THE MOST IMPORTANT FACTOR IN ANY TRAINING PROGRAM. A GOOD TRAINER IS ONE WHO:

1. KNOWS THE SUBJECT MATTER.

2. CAN HOLD INTEREST AND MANAGE THE GROUP.

3. HAS A PLEASING APPEARANCE; ALSO A PLEASANT VOICE AND MANNER OF SPEECH.

4. IS PATIENT, CHEERFUL, AND ENTHUSIASTIC; HAS A SENSE OF HUMOR.

5. MAINTAINS SELF-CONTROL.

6. DISPLAYS TACT AND SYMPATHY IN DEALING WITH TRAINEES.

7. SPEAKS CLEARLY AND DISTINCTLY, USING UNDERSTANDABLE LANGUAGE AND TALKING DIRECTLY TO THE TRAINEES.

8. EMPHASIZES IMPORTANT POINTS.

9. USE PROPER GESTURES AND AVOID MANNERISMS THAT MIGHT DETRACT FROM THE PRESENTATION.

Role of Supervisor in Contractor Supervision

1. You should be thoroughly familiar with all the provisions of the contracts which you are administering.

2. You should be thoroughly familiar with the plans and specifications including all revisions, changes, and amendments.

3. You should be thoroughly familiar with the pertinent administrative policies.

RESPONSIBILITY OF SUPERVISOR IN CONTRACTOR SUPERVISION

SUPERVISORS HAVE DIFFERENT RESPONSIBILITIES AND AUTHORITIES, THIS BEING DEPENDENT ON THE ORGANIZATION SET-UP WHICH HE IS WORKING UNDER AND THE SUPERVISOR'S OWN CAPABILITIES.

EACH SUPERVISOR SHOULD ANSWER THE FOLLOWING QUESTIONS:

1. DO I UNDERSTAND THE IMPORTANCE OF MY RESPONSIBILITY FOR THE HIGHEST QUALITY CONSTRUCTION?
2. DO I HAVE THE TECHNICAL KNOWLEDGE, TACK AND GOOD JUDGEMENT TO EFFECTIVELY PERFORM MY SUPERVISORY DUTIES?
3. DO I FULLY UNDERSTAND THE EXTENT OF MY RESPONSIBILITY?
4. HAVE I ACCEPTED ALL OF MY RESPONSIBILITIES?
5. HAVE I OVERSTEPPED MY AUTHORITY?
6. DO I UNDERSTAND MY SUPERVISOR'S ATTITUDE WITH RESPECT TO MY RESPONSIBILITIES?
7. AM I AWARE OF MY RESPONSIBILITY TO RECORD AND REPORT ALL VERBAL INSTRUCTIONS?

AUTHORITY OF SUPERVISOR IN CONTRACTOR SUPERVISION

A. MAKE SURE YOU KNOW THE EXTENT OF YOUR AUTHORITY. YOU ALWAYS HAVE THE AUTHORITY TO REQUIRE WORK TO BE ACCOMPLISHED IN ACCORDANCE WITH THE CONTRACT PLANS AND SPECIFICATIONS.

B. CHECK WITH YOUR SUPERVISOR ON POLICIES WITH RESPECT TO YOUR AUTHORITY TO STOP CONTRACTOR OPERATIONS FOR SUCH THINGS AS SAFETY VIOLATIONS OR CONSTRUCTION DEFICIENCIES.

DEALING WITH THE CONTRACTOR

1. Are My Relations with the Contractor Impersonal, but Friendly, Fair and Firm ?

2. Am I Business-like and Cooperative with the Contractor ?

3. Do I have a Clear, Accurate and Appreciative Understanding of the Contractor's Problems ?

4. Do my Decisions and Instructions to the Contractor Provide the Greatest Latitude Possible, Without Prejudice and Without Waining the Contract Requirements in Choice of Equipment, Material and Methods ?
   a. Are They Executed Promptly and at the Right Time ?
   b. Are They Based on Detailed Knowledge of all Facts, Good Judgement and the Protection of the Interests of my Employer ?
   c. Will They have any Adverse Consequences ? If so, has my Supervisor Been Informed of the Problem ?

5. Am I Cautious About Dictating Methods of Construction to the Contractor Unless they are Clearly Spelled out in the Contract ?

6. Am I Careful About Discussing Items Directly with a Subcontractor or Workmen without the Contractor's Knowledge ?

7. Do I try to Settle all Controversies with the Contractor Promptly ?